



What is Title I?

Title I is a federally funded program designed to support students who need extra assistance in reading and/or math. Title I teachers work with students to support their academic needs. Most interventions are provided in the classroom. This approach provides increased opportunity for flexible grouping, acceleration, and collaboration.

What is a Family School Compact & Plan?

A Family-School Compact & Plan is an agreement between families, students, and teachers that is jointly developed and distributed to all families. It explains how families, students, and teachers will work as a team to make sure all students meet with success, and get the support they need to achieve grade level goals.

HCPSS has identified shared responsibilities for students, educators, and families for a successful instructional program this school year. To view these shared responsibilities, visit the HCPSS website links below.

Instructional Responsibilities (Student Code of Conduct): <https://www.hcpss.org/about-us/student-code-of-conduct/>

We welcome your ideas and input into the compact & plan for achievement; as well as, our family involvement budget, and ideas for how we can work together as equal partners. For feedback and suggestions please reach out to a Title I Teacher or Family Involvement Contact. Contact information for each staff member can be found on the LWES Title I website at <https://lwes.hcpss.org/about/title-i-program>.

How Can I Get Involved at Laurel Woods?

- Join and attend our Parents as Partners monthly meeting and/or PTO (Parent Teacher Organization).
- Provide feedback and input on the Family-School Compact & Plan, School Improvement Plan, Family Involvement Budget Plan, and topics for school staff training.
- Classroom volunteer opportunities; please contact your child’s teacher directly.

Laurel Woods Elementary administrators and school staff have studied our student performance data to decide on the most important areas of improvement for our school. For the 2021-2022 school year, LWES will focus on the following areas:

<p>Mathematics: The HCPSS Mathematics Curriculum aligns with the Maryland College and Career Ready Standards.</p> <ol style="list-style-type: none"> 1. Staff, including ESOL staff, will participate in bi-weekly professional learning with the MST with an instructional focus on task identification and implementation. 2. Long Range planning, as well as weekly/daily planning, will prioritize the appropriate identification of rich tasks and collaborative planning with teams that will facilitate the anticipation of task outcomes and potential student misconceptions. We will be using differentiated staffing positions to support weekly planning and implementation in the classrooms through modeling and co-teaching. 	<p>English Language Arts: The HCPSS Language Arts Curriculum aligns with the Maryland College and Career Ready Standards.</p> <ol style="list-style-type: none"> 1. In order to impact language arts performance, staff, including Special Education teachers, will participate in monthly professional learning focusing on planning differentiated small group instruction using ELA resources and grade level standards, and staff will participate in learning walks throughout the year. 2. In order to impact language arts performance, staff, including Special Education teachers, will participate in monthly data meetings focusing on using data, such as informal running records or writing samples, to inform instruction. 3. In order to impact language arts performance, staff, including Special Education teachers, will participate
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Laurel Woods Elementary School

9250 North Laurel Road, Laurel, MD 20723

School Family Compact & Calendar of Events 2021-2022

Principal: Connie Stahler

Assistant Principal: Shateya Folks

3. In order to impact math performance, staff will participate in monthly data meetings focusing on using data, such as MAP and classroom based assessments.

in quarterly Long Range Planning and weekly planning as needed focusing on teaching grade level standards in both whole and small groups through first instruction for all students. We will be using differentiated staffing positions to support weekly planning and implementation in the classrooms through modeling and co-teaching.

Belonging: Equitable and restorative discipline practices support students’ access to a well-rounded curriculum and opportunities, which ultimately lead to graduation and long-term success. HCPSS is committed to reducing disproportionality in implementing discipline, including reducing the need for disciplinary actions, ensuring consistency in suspension usage, and to meet school quality targets for discipline proportionality that are included in all School Improvement Plans (SIPs).

1. Staff will be provided professional development to increase the number of classroom managed behaviors versus office managed behaviors using supports, such as PBIS, 1,2,3 Magic, and the SEL curriculum. (remembering differentiation between grade levels - primary vs. intermediate - student group focused)
2. Staff will use a variety of strategies related to PBIS framework, 1,2,3 Magic start behaviors, SEL core components, and Restorative Practices to help support student reflection and self-regulation as it relates to the behaviors within the classroom.
3. Staff will be provided professional development immersed in restorative justice focusing on relationships in and out of the classroom.

For a snapshot of the LWES School Improvement Plan visit our school’s website.

<https://lwes.hcpss.org/about/school-improvement-plan>

Grade Span Goals:

Pre-K

- Reading: All students will demonstrate growth in letter and sound identification, and identify and write their first name.
- Math: All students will demonstrate growth of number sense 0-10.

Kindergarten

- Reading: All students will work toward mastery of foundational reading skills, and communicate ideas effectively in writing.
- Math: All students will master basic addition facts 0-5, be able to identify and write numbers to 20, and count to 100.

Grades 1 & 2

- Reading: All primary students will increase high frequency word recognition and Being a Reader small group set levels.
- Math: All students will develop understanding of place value in whole numbers. They will also begin to develop fluency for foundational basic addition and subtraction facts within 20.

Grades 3, 4, & 5

- Reading: All intermediate students will increase independence and stamina with reading and writing.
- Math: All students will develop understanding of fractional concepts, including decimals. They will also develop fluency for basic multiplication and division facts.



LWES Family Calendar of Events 2021-2022 - Quarter 1

Transportation, childcare, interpreter services, and translated documents will be available upon request as needed.

Program	Time & Date	Details
Title I Annual Meeting & Back to School Night	8/25/21 5:00-7:30 PM (Grades 1-3) 8/26/21 5:00-7:30 PM (Grades 4-5 & GT) 8/27/21 9:30-11:00 AM (PreK/RECC & K)	Parents are invited to meet their child's teacher(s) and hear about what their child will be learning during in-person instruction. Parents will also have the opportunity to learn about their child's daily schedule, school rules, as well as academic expectations, how to stay connected, and the PTO. Also, find out ways to help your child at home, how to volunteer, as well as how to join our School Improvement Team or Family Involvement Team "Parents as Partners." Parents will learn about the Schoolwide Title I program, where to find more information, and how to give input into the Title I Budget and the School Compact and Family Plan. There will be time to ask questions and give feedback.
Parent-Teacher Conferences	11/22-23/2021 All conferences are held virtually. Times are available by appointment.	Parents are invited to meet their child's English Language Arts teacher(s) and hear about how their child is progressing in their current grade level. During this time, parents can ask questions, share concerns/highlights and give/receive feedback.

For more information about Title I law, visit <http://marylandpublicschools.org/about/pages/dsfss/titlei/index.aspx>